



Students' Need Analysis in the Content of English for Hotel Accommodation of Vocational High School

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Article Info	Abstract
Article History Received: 2022-02-03 Revised: 2022-03-02 Published: 2022-03-16 Keywords: SMK; English; Accommodation; Hotel; Student Needs.	Different students' need in vocational high school with senior high school direct the teachers to analyze the needs of the students in order to design an appropriate teaching-learning activity. The students' need is emphasized to produce professional students to work in line with their particular field as the aim of vocational high school. The aim of this study was to identify some factual information about the students' need in English learning, especially in the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation. The subject in this study were the tenth-grade students of hotel accommodation program in SMK N 2 Singaraja especially class XP 1 and XP 2. Questionnaire and interview were used to collect the data in this study. The results showed that the students' need is to meet their own academic professions and their future needs. It was done by covering everyday language of hotel's activity with its language structure and examples which portray real hotel's activity in each language skill and its components.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-02-03 Direvisi: 2022-03-02 Dipublikasi: 2022-03-16 Kata kunci: SMK; Bahasa Inggris; Akomodasi; Hotel; Kebutuhan Siswa.	Perbedaan kebutuhan siswa di SMK dengan SMA mengarahkan guru untuk menganalisis kebutuhan siswa untuk merancang kegiatan belajar-mengajar yang tepat. Kebutuhan siswa ditekankan untuk menghasilkan siswa yang profesional untuk bekerja sesuai dengan bidangnya sebagai tujuan sekolah menengah kejuruan. Tujuan dari penelitian ini adalah untuk mengidentifikasi beberapa informasi faktual tentang kebutuhan siswa dalam pembelajaran bahasa Inggris, terutama dalam empat keterampilan berbahasa Inggris yaitu mendengarkan, berbicara, membaca, dan menulis serta komponen bahasa Inggris lain, seperti tata bahasa, kosa kata, dan pengucapan. Subjek dalam penelitian ini adalah siswa kelas X program akomodasi hotel di SMK N 2 Singaraja khususnya kelas XP 1 dan XP 2. Kuesioner dan wawancara digunakan untuk mengumpulkan data dalam penelitian ini. Hasil penelitian menunjukkan bahwa kebutuhan mahasiswa adalah untuk memenuhi profesi akademik mereka sendiri dan kebutuhan masa depan mereka. Hal itu dilakukan dengan meliputi bahasa sehari-hari aktivitas hotel dengan struktur bahasa dan contoh-contoh yang menggambarkan aktivitas hotel yang sebenarnya dalam setiap keterampilan bahasa dan komponennya.

I. INTRODUCTION

Learning English as a foreign language already stated in the National Education Minister Regulation No. 22 Year 2006. Bali as a tourism destination places English as an important language to be mastered by the students. Nowadays, the tourist visit in Bali is in line with the tourist industry development (Maulana, 2014). One of the tourist industries that are growing very rapidly is hotel, the existence of hotel as a tourism accommodation is highly favored by the tourist that is proven by the increasing number of hotels in each year (Sakawati, 2015). As number of hotels grows, so do the number of workers needed. It makes some of the Balinese people work in the tourism sector

especially in hotel service, to improve the quality of hotel and achieve the customers' satisfaction, the good quality of hotel service is noted (Swaroop Debasish & Dey, 2015) due to the tourism business environment that is becoming complex. To support the need of workers with good quality, there are some schools made based on the tourism field like vocational high school which contains hotel accommodation program and senior high school which contains hotel course in Bali, As a general subject in vocational school (National Education and Cultural Minister Regulation No. 70 Year 2013), it emphasizes more on general English than specific English based on the students' need in order to make students able to communicate communicatively.

(Derakhshan, Khalili & Baheshti, 2016), talking about vocational school, National Education System Regulation (2003) stated that vocational school prepares the students to work in particular field after graduate. It aims at producing professional students and their competencies to work in line with the program taken (Bambang Ixtiarto & Budi Sutrisno, 2016), therefore, vocational school in charge of several fields. One of the vocational schools in Buleleng-Bali is SMK N 2 Singaraja. It becomes a school reference of tourism study programs especially for hotel accommodation. The preliminary observation of this study was done in SMK N 2 Singaraja and focused on problem identification related with students and teaching learning process. Based on the observation in learning process, the teacher taught English for general purpose for the students. English for general purpose emphasizes on developing the students' English ability but less in the students' practicability and professional ability (GUO Hui, 2017). Moreover, the students looked passive and seemed to have low motivation in learning process. They also seemed be worried about mistakes in using grammar and did not get more opportunity to participate in the classroom learning process because there was not enough activity given by the teacher.

However as a vocational students, the ability in mastering English related to their program is necessary for them to be able to compete in their work later. Moreover, the labor exchange around ASIA also was increased due to the presence of ASEAN Economic Community (AEC) since 2015. It was done to increase the Asean's competitiveness and could compete with China and India in attracting foreign investment. It affected many people especially workers who were engaged in specialized skill sectors. Thus, they needed to master English related to their purpose (ESP) besides mastering their specific field to compete and communicate effectively in this competition. English for Specific Purpose (ESP) refers to the approach of language teaching which provides the material based on the students' need as well as their interest (Hutchinson, Tom; Waters, 1987). Fadavi & Ershadi (2014) states the aim of learning ESP in the world is teaching English in order to achieve the students' need in targeted and practical way. Furthermore, Musikhin (2016) mentions two objectives of learning ESP such as to develop the students' communicative competence in their professional field and to provide a basis for their further learning and perfection

of language skills. Therefore, due to the problem identification, identify some factual information about the students' need in English learning, especially in the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation.

II. METHOD

This study was a qualitative study. According to Emzir (2014), qualitative study aims at describing a situation or phenomenon. In this case, the students' need in learning the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary and pronunciation become the situation that was discussed by the researcher. There were two methods used by the researcher in conducting this research namely questionnaire and interview with two instruments used in this study such as questionnaire and interview guideline. Then, the data was analyzed descriptively by the researcher. The sample in this study were the tenth-grade students of hotel accommodation program in SMK N 2 Singaraja especially class XP 1 and XP 2. The researcher chose the sample by using purposive sampling based on some considerations. The considerations were (1) the students who chose hotel accommodation program, (2) the school that use English as one of the subject studies and (3) willingness to be involved in this study. However, due to the limitation of time and cost the limited field trial, this research was held in one sample school and two classes in the academic year 2017/2018.

III. FINDINGS AND DISCUSSION

A. Findings

This study was aimed at identifying some factual information about the students' need in English learning, especially in the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation. The first finding was obtained from the questionnaire given by the researcher. In term of the students' want result on listening activity. There were four options given by the researcher to know the kind of listening activity that the students want. The first option was fill in the blank of the text. The students wanted to fill some words on the blank of the text by listening to the audio

played by the teacher. There were 32 students who chose this option and it was about 22,06%. Most of the students chose this activity because it will help them to increase their listening skill as well as vocabularies related with the topic being discussed. The next option is noted the important point of the audio played by the teacher. There were 17 students who chose this option. It was about 11,73%. The students chose this activity because it might help them in understanding the audio played by the teacher easily by noting the important point. The third option identified the general information of the text. In this option, there were only 2 students who chose this option and it was about 1,38 %. Most of them mentioned that only by noting the important point of the text, they will know the general information of the text. They wanted more practice in listening activity towards some words they would hear. The last option is identifying the specific information of the text. There were 18 students who chose this option and it was about 12,42 %. The students chose this option because they thought that they need to know about the specific information of the topic being discussed on the audio played by the teacher. By knowing the specific information, they were easier in completing the task.

The next one was about the students' want result on speaking activity. Speaking skill was one of the most skills that wanted to develop by the students. Through speaking skill, the students could communicate with others, share their idea as well as build good relation. Improving the speaking skill was a must by the students especially in English due to their job in the future as a hotel staff. They need to communicate with their guest for building good relation. In increasing their speaking ability, the speaking activity was made. There were four options that were given to the students to know what kind of speaking activity that they want, so it could avoid their boredom in following the activity. The first option was practicing the dialogue and monologue on book. Here, there were 7 students who chose this option and it was about 4,83 %. The students chose this option because they thought that it was easier for them to finish the task given by the teacher by only reading the dialogue and monologue on book. The next option was a make dialogue and presents it in front of the class. There

were 31 of students who chose this option and it was about 21,39%. The students chose this option because they could increase their creative thinking in making a dialogue based on what they want but still related with the topic being discussed.

The third one was played a role play. There were 17 students who chose this option and it was about 11,73 %. The students chose this option could feel how the situation that they would face related with their job later. Besides improving their speaking skill, they could practice to be more confident to speak with other by using English. The last option was discussed the certain topic and present the opinion about the topic being discussed. In this option, the students may work in group or pairs and discussed a certain topic. After that, the students would present their opinion to other groups. There were 13 of students who chose this option and it was about 9,05% of students. Moreover, the other skill is reading activity, to know the students' want result on reading activity, the researcher also gave four options. The first option was read the text and answers the questions related with the text. In this case, the students would read the test on the book first and answer the questions related with the text. There were 45 students who chose this option and it was about 31,05%. Most of the students chose this option because they would be easy to finish the text because the answer still related with the text.

The second one was read the text out loud with good intonation. The students need to read the text out loud with good intonation. By doing this activity, the students needed to increase their ability in pronouncing the word. There were 14 students who chose this activity and it was about 9,66%. The problem that might be faced in doing this activity was the time allotment of English lesson. The students might need more time in reading the text due to the huge number of students in one class. The next one was summary the text. There were 5 students who chose this option and it was about 3,45% of the students. They thought that by summarizing the text, they would increase their reading ability and writing ability at once. They would present their understanding towards the text freely. The last one was arrange the sentences on the text in well ordered. There were 4 students who chose this option and it was about 2,76%.

The students argued that by arranging the sentence, the learning activity was more interesting and challenging. If there would more sentences on the text, they need to arrange it as well as practice to increase their critical thinking. I happened due to different students may have different understanding in arranging the sentences.

The next one was the result of the students' want on writing activity. As the productive skill, writing plays an important role also among other skills. To know the result of the students', want on writing activity, the researcher gave four options to the students. The first option was free writing about the essay related with the topic being discussed. In this case, the students need to make free essay 'dialogue related with the topic being discussed but they were given an example first. There were 35 students who chose this option and it was about 24,15 %. It meant that most of the students chose this activity. They chose this activity because they could express their idea in writing but still focuses on the topic. The second one was writing based on the vocabularies given. The lists of vocabularies were given and the students needed to make a sentence, dialogue or essay that contains those vocabularies. There were 17 students who chose this option and it was about 11,73%. The students chose this option because they got a chance to try in using the vocabularies itself based on the context. The third one was writing based on the picture given. In this activity, the students were given sequence of picture and should write based on the picture. There were 12 students who chose this activity and it was about 8,28%, the students chose this activity because they could feel easier in developing their idea to write through an image/ illustration. They could easily to understand the situation that they would to write. The last one was writing with outline first. There were 5 students who chose this option and it was about 3,45 % because they could be easily in developing their idea if they have an outline.

Not only the fourth English language skills that need to be noted in English learning like vocabulary learning. Vocabulary refers to the words in a language that a person knows. The more vocabulary that was known by the students, the more easily they understand the meaning of the sentences and text. The researcher gave them four options to the

students. The first option was translating Indonesian words into English. For this option, there were 40 students who chose this option. It was about 27,6%. The students thought that they needed to translate the words first and know that words in English. One word might have more than one meaning in English. Besides, they also felt easily in doing that activity and not too frustrated in English vocabulary learning. The second option was matching the Indonesian word into English. For this option, there were 17 who chose this option and it was about 11,73%. Several students said that they could have time in matching some words that they have been known only by looking its Indonesian or English words. It made them easily in building their English vocabulary. Then, the third one was filling the missing word by in the dialogue with the list of vocabularies that have been provided. There were only two students who chose this option and it was about 1,38% of students. The students chose this option because by having time in filling the missing word in the dialogue with the list of vocabularies that have been provided, the students could have the time in practicing the vocabularies based on the context.

The last one was finding the synonym or antonym of the list of vocabularies. For this option, there were 13 students who chose this option and it was about 8,97%. The students thought that by knowing the synonym and antonym of the vocabulary, they could be easily in expressing some words if there would different situation happen. So, based on the result of questionnaire of the students' want on vocabulary learning, it can be concluded that most of the students chose vocabulary learning in the form of translating Indonesian words into English. For this option, there were 40 students who chose this option, matching the Indonesian word into English and finding the synonym or antonym of the list of vocabularies. Another important component was grammar. Even learning grammar was out of the fourth English skills, learning grammar plays a crucial role in improving the fourth skills itself. By having good grammar ability, the students can be better in spoken and written communication, easily to understand the text and understand the utterance. To improve the students' ability in grammar, the researcher also gave four

options to be chosen by the students. The first option was the missing word on the dialogue with correct grammatical word. There were 7 students who chose this option and it was about 4,83%. The students chose this option because they felt that by practicing the grammar directly to the situation was more beneficial for them. They could have an image in using those rules based on the situation involved.

The second one was making sentences of word that as been provided based on the formula. Most of the students chose this option. There were 30 students and it was about 20,7% of them who chose this option. The students chose this option because they need to know how to use this grammar in simple sentence first before directly used it on the dialogue. When they have ability in making some sentences based on the grammatical rule given, they felt more ready in using those rules on the dialogue. Besides, they could express their feeling on making sentences. The next option is identifying the correct or incorrect sentence structure. There were 18 students who chose this option and it was about 12,42%. The students said that they felt more comfort to learn grammar by directly practicing identifying the correct and incorrect sentences. They could increase their critical thinking in understanding the rule and its implementation. The last option was revising the incorrect sentences structure. There were 14 students who chose this option and it was about 9,66% of students who chose this option. They thought that they need more practice in revising the incorrect grammatical patterns of sentences to increase their understanding of the rule based on the situation. So, based on the result of questionnaire of the students' want on grammar learning, it could be concluded that most of the students chose grammar learning in the form making sentences of word that has been provided based on the formula.

The last one was pronunciation. Pronunciation was really important role in spoken communication especially in avoiding miss communication. Different word has different pronunciation even the minimal pairs of words. The words differ in only one phonological element, like a phoneme also has distinct meanings. To know the students' want result on pronunciation learning, there are four options given by the researcher. The first

option was finding the pronunciation of words in dictionary and writes it. There were 21 students who chose this option and it was about 14,49% of them. They said that they need to find the phonological pattern of word and write it first to know how to pronounce the words correctly. The second one is listening and repeating the pronunciation of words after the teacher. For this option, there were 38 students who chose this option and it was about 26,22%. Most of them chose this option because they felt easily to learn by repeating what has been pronounced by the teacher without looking at dictionary again. Then, they will also easily to know it pronunciations directly. The third option was find the minimal pair of words that have been provided. There were only 2 students who chose this option ad it was about 1,38%. The students said that by finding the minimal pairs of the words, they could know more about the vocabulary to avoid mispronouncing and misunderstanding. The last option was finding the pronunciation of words in dictionary and read it aloud. There were 8 students who chose this option and it was about 5,52%. The students mentioned that by having time in finding and pronouncing the word out loud, they could practice in pronouncing the words by their own while learned about how to read a certain symbol.

The next one was the result of interview with the students. The result of the interview indicated that some material were taught by the teacher. They had some English materials in the first and second semester, it was found that what students had in classroom was also mentioned on the syllabus. It was also confirmed by the interview result with the teacher in which those materials have been taught by the teacher. It means that the materials taught by the teacher to the students have been matched with the learning objectives. They also mention the lacks in learning. Some of the students said that they have low motivation due to the general English taught by the teacher with limited example related with their program. They wanted a specific English example to be learnt which related with their program. They thought that more practice was needed for all of the fourth language skills related with the hotel activity. They need English also for their work life after graduate. Because English plays an important role in hospitality

industries, most of the students wanted to know more about the use of English related with hotel. The students needed to know the kind of English expression used by the hotel staff contextually. They also needed more practice about the language to communicate rather than just a theory. The specific goal that they wanted to achieve was having a good speaking skill. They said that by having good speaking skill; they could communicate with the guest correctly and build relation. All of the students agreed that good communication could make them easily in handling the guest for their future job. Some of the students have different prospects as a hotel staff. Most of them want to be a receptionist, waiter and housekeeper. So, it made them wanted to know the use of English related with those professions.

B. Discussion

As one of the vocational schools in Singaraja, SMK N 2 Singaraja provides Hotel accommodation program for each level of education. The teacher taught English for general purpose like what is stated on National Education Minister Regulation. However, to work in hotel industry, their English ability played a significant role be able to compete in their work later due to the labor exchange around ASIA was also increased because of the presence of ASEAN Economic Community (AEC) since 2015. They needed to get knowledge about the real English use related with their work. It was correspond based on the Illés & Akcan (2017) who state that the actual process of English communication needs to be noted as the communicative medium of choice. Thus, they really needed to master English related to their purpose (ESP) because ESP develops the students' communicative competence in their professional field and to provide a basis for their further learning and perfection of language skills (Musikhin, 2016). In this process, the need analysis proposed by Hutchinson, Tom; Waters (1987) was used due to several reasons. It was because in need analysis process the target needs (what the students need to do based on the target situation) and learning needs (what the students need to do to learn) need to be noted. They also mentioned the necessities, lacks and wants need to be considered in analyzing the target needs (why is the language needed?

how will the language be used? what will the content areas be?, who will the learner use the language with?, where will the language be used? and when will the language be used. The next one is learning needs that is important to analyze the knowledge and skill that the learner will need to make them able in performing degree of competence in target situation (why are the learners taking a course?, how do the learners learn?, what courses are available?, who are the learners?, where will the ESP course take place? and when will the ESP course take place).

Based on the data collection that has been done, the students wanted to learn English as real as possible related with hotel activities. The result of questionnaire also mentioned the students' need in listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation activity. It showed that 32 students chose to fill some words on the blank of the text by listening to the audio played in listening activity and it was about 22,06%. They chose it because it will help them to increase their listening skill as well as vocabularies related with the topic being discussed. There were also 31 students who chose to make a dialogue and presents it in front of the class for their speaking activity. It was about 21,39%. They wanted this activity because they can build their writing as well as speaking skill at once. Besides, they also could increase their creative thinking when making a dialogue based on what they want but still related with the topic being discussed. In reading activity, 45 students chose to read the text and answers the questions related with the text. It was about 31,05%. Besides they get easily to finish the task, they also can increase their focus because the answer still related with the text. The next one was writing activity. Most of the students chose to have free essay writing related with the topic being discussed. There were 35 students who chose this option and it was about 24,15%.

In the vocabulary activity, most of the students wanted to have the activity to translate Indonesian words into English. There were 40 students who chose this option and it was about 27,6%. By having time to find the Indonesian word into English, they could feel easily to answer the questions and involving in the activity. The next one was in

term of grammar activity. Most of the students wanted to have the activity by making sentences of word that as been provided based on the formula. There were 30 students and it was about 20,7% of them who chose this option. Most of them wanted to learn from simple to complex. They needed to make a simple sentence first before directly used it on the dialogue. They could felt hard to directly used it on the dialogue. The last one was in term of pronunciation activity. Most of the students wanted to learn English pronunciation by listening and repeating the pronunciation of words after the teacher. There were 38 students who chose this option and it was about 26,22%. They felt more easily to learn through example given by the teacher.

Besides questionnaire, the researcher also conducted interview with the students. The result of the interview mentioned that there were some materials taught by the teacher. It was also confirmed by looking at the syllabus and lesson plan. It means that the materials taught by the teacher to the students have been matched with the learning objectives. They also mention the lacks in learning. Some of the students said that they have low motivation due to limited example and activities given by the teacher related with their program. Yilmaz, Turgut, Kele, & Kele (2017) also mention that even there were proper curriculum and good instruction, it was not enough to guarantee because motivation plays a significant role on students' success in learning process. They also needed specific example related with their program because they would work after graduated and not only focusing on their national exam. They thought that more practice was needed for all of the fourth language skills related with the hotel activity to make them more ready to work after graduated. So, they could be able to communicate contextually related with their job later. The specific goal that they wanted to achieve was having a good speaking skill. All of the students agreed that good communication could make them easily in handling the guest for their future job. Even some of them have different prospects as a hotel staff, all of them agreed that good communication need more practice to make it perfect and good service could increase the customer satisfaction in hotel industry. So, besides having an ability of

general English, specific English related with their program was also needed to make them able to communicate.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis, the conclusion in this study can be seen as follows. Most of the first grade students want some activities related with the fourth English language skills, namely listening, speaking, reading, and writing as well as the components of English, namely grammar, vocabulary, and pronunciation. In listening activity, most of them needed to fill some words on the blank of the text by listening to the audio played by the teacher. In term of speaking activity, most of them wanted to make a dialogue and presents it in front of the class. In reading activity, most of them needed was read the text and answers the questions related with the text. The last one was in writing activity. Most of the students wanted to have free essay writing related with the topic being discussed. In vocabulary activity, most of them wanted to translate Indonesian words into English. They thought that it could make them easily in remembering the words. In terms of grammar activity, most of the students wanted to make sentence of word that has been provided based on the formula. The last one was pronunciation activity. Most of the students wanted to have an activity by listening and repeating the pronunciation of words after the teacher. It could make them easily to learn through the example given by the teacher. The data from interview showed that most of the students wanted a specific English example to be learnt which related with their program. They thought that more practice was needed for all of the fourth language skills related with the hotel activity. Besides, the students also wanted an extra time to focus more in speaking skill and writing skill as the productive skills, so they could be able to communicate contextually related with their job later.

B. Suggestion

In connection with the conclusion above, the researcher would like to propose suggestions for the teacher and future researchers. The teacher is expected to do an analysis based on the students' need which related with their program and contain the

fourth English language skills as well as the components of English. Besides, it was also expected that this study could become a reference for the future researchers who were interested in the same topic.

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